DOCUMENT RESUME

ED 336 517 CE 058 856

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TITLE Missouri Marketing Education Program Improvement Review Guide.
INSTITUTION Missouri Univ., Columbia. Dept. of Practical Arts and Vocational-Technical Education.
SPONS AGENCY Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE 30 Jun 91
NOTE 48p.; For a related document, see CE 058 855.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Employer Attitudes; *Evaluation Criteria; *Evaluation Methods; Evaluation Utilization; High Schools; *Marketing; Performance Factors; Postsecondary Education; *Program Evaluation; *Program Improvement; *State Standards; Teacher Evaluation; Vocational Education; Vocational Followup
IDENTIFIERS *Missouri

ABSTRACT

This five-section guide is intended to lead marketing education personnel through the program evaluation and improvement process in Missouri. The first section is an introduction that provides a rationale for evaluation, discusses the resource, process, and product standards that should be used and suggests ways these standards can be applied. The second section outlines the organization and management of the program improvement review process, listing members of the review team and describing their responsibilities and procedures. It also suggests how to write and present a program improvement report. In the third section, the various resource, process, and performance standards and indicators are examined with a focus on the evaluation process. The fourth section provides marketing education program standards and suggested questions for the review team, and finally, the fifth section lists the file documentation that should be provided for the review process. Appendixes include a student evaluation of instructor form, a student follow-up questionnaire, and an employer questionnaire. (KC)

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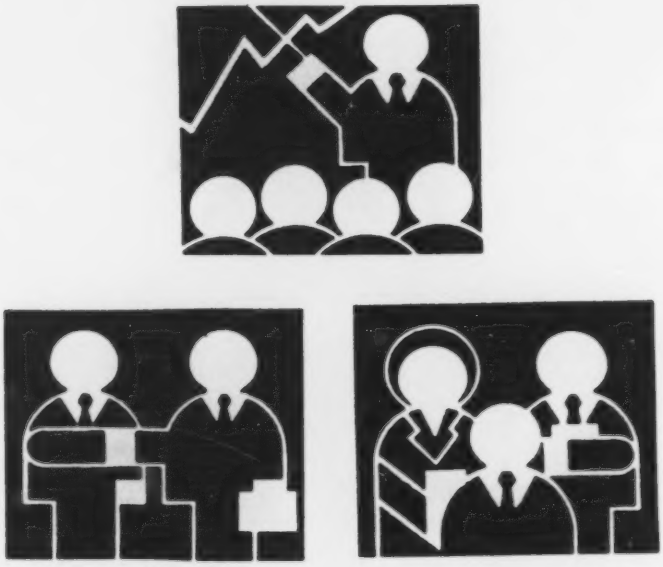
MISSOURI MARKETING EDUCATION

PROGRAM IMPROVEMENT REVIEW GUIDE



CE058F56

Missouri Department of Elementary and Secondary Education
Division of Vocational and Adult Education
Marketing and Cooperative Education Section

University of Missouri-Columbia
Department of Practical Arts and Vocational -Technical Education
Marketing Education Program

1991

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MARKETING EDUCATION EVALUATION PLAN

Project Number: 91-133-110-10

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June 30, 1991

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MARKETING EDUCATION PROGRAM IMPROVEMENT REVIEW

Introduction

Evaluation is a continuous process involving the assessment of the effectiveness of every aspect of the total Marketing Education program for the primary purpose of improving the program. Evaluation is demanded on moral, social, and scientific grounds:

> "A moral obligation to provide students with the best program possible; A social obligation to spend the public investment in vocational, technical, and practical arts education with the greatest efficiency for society's ultimate welfare; A scientific obligation to measure outcomes to confirm or deny hypotheses in order to produce verifiable knowledge." (Moss, from Crawford and Meyer, p. 305).

Evaluation is an integral part of any decision-making process. It should precede planning in order to more accurately determine "where you have been" and "where you are." It should also follow planning and implementation to determine "how well you did" in achieving your stated objectives. Evaluation is important for many reasons:

- As aid in planning
- As an aid in decision making
- To upgrade program personnel
- To improve programs for students
- To assure the accountability of expenditures
- To meet the numerous mandates for evaluation included in federal and state legislation.

Characteristics of quality evaluation include:

- Should involve a wide range of participants including not only the marketing education staff, but program graduates, program leavers, employers, parents, advisory committee members, and administrators as well.
- Insofar as possible, it should be conducted in a formal, objective manner.
- Should be broadly focused to include all aspect of the program.

- Should be based on program objectives, curriculum goals, and curriculum objectives established prior to the program.

- Should include formative as well as summative evaluation

To determine the effectiveness of a Marketing Education program and identify ways and means to improve its effectiveness, a program should be evaluated in its totality. It is not just the performance of the students that is important, but all of the other factors which contributed directly or indirectly to the students' performance as well. It is recommended that a Marketing Education program be reviewed by an outside Program Improvement Review Team every three years. This review will ensure that the Marketing Education program is meeting the needs of students and the business community.

Resource Standards

The resource standards are sometimes referred to as "status" evaluation as it focuses on the overall components of the Marketing Education program. Resource standards seek to measure the adequacy and appropriateness of the marketing internship (cooperative education), marketing educator's certification, and course offerings in marketing. Resource standards seek to answer such questions as:

- Were all compliance items for students enrolled in the internship portion met?

- Were all compliance items for the marketing educator coordinating the internships met?

- Does the marketing educator meet all certification requirements for the position?

- What are the course offerings in marketing? Do the course offerings adequately serve the student population of the school? Of the business community?

Process Standards

Process standards focus on the instructional process of the Marketing Education program. Process standards seek to determine the effectiveness of various instructional strategies and techniques and the operation of the program. Thus the evaluation measures should be closely aligned with "teacher performance and management" of the program. In addition, process standards seek to answer such questions as:

- Are the learning activities appropriately designed to enable the student to achieve the curriculum objectives?
- Have alternative learning activities been designed to enable students to achieve curriculum objectives?
- Is individual instruction provided? How relevant, appropriate is it?
- Are alternative strategies designed for students with special needs?
- If the program is offered via the cooperative plan (marketing internships), how effective is it in enabling the students to achieve the curriculum objectives? Have Instructional Management Plans (IMP) been used? If so, how relevant are they? Did the IMPs relate to the classroom instruction? Were sound management practices followed or was the program operated as a "work experience program"?
- If the program is offered via the project plan or laboratory/simulation, how effective is it in enabling the students to achieve the curriculum objectives? Did the simulation closely approximate the activities taking place in an actual marketing environment? Did the laboratory simulation relate to the classroom instruction? Were sound management practices followed or was the program operated as a "theory/lecture program"?
- Were appropriate facilities available to the program for designing learning activities which would enable the students to develop the required marketing competencies?
- Were the facilities appropriate for conducting large group, small group, and individual instruction?
- Is the equipment appropriate for the curriculum objectives? Is it up-to-date?
- What types of curriculum materials were made available to the program? Were they specifically relevant to the curriculum objectives? Were they current? Were they appropriate for the types of students served?
- What types of supplies were made available to the program? Were they adequate in quantity and quality?
- Were adequate funds available for sound program management?

- What type of support services and resources were made available to the program? Were they appropriate and adequate to meet the needs of the program and the students served?

Product Standards

Focuses on the "product" of the Marketing Education program--the student. The product standards seek to measure the student's knowledge, skills and attitudes which contribute to his/her occupational goal upon completion of the program. Thus, the evaluation measures should be closely aligned with the curriculum objectives of the program. In addition, product evaluation seeks to answer such questions as:

- How satisfied are the former students with their employment?
- What is the educational mobility of the former students?
- What is the pay scale of the former students compared to employees in similar positions who did not have similar educational experiences?
- What is the employment advancement record of the former students compared to other employees who did not have similar educational experiences?
- How do employers view the performance of former students?
- What is the employment evaluation record of the former students compared to other employees with no similar educational experiences. What job tasks are performed effectively and efficiently? What job tasks are performed poorly?

Evaluation of every marketing education program should be a continuous process. Whether the evaluation is formal or informal, strengths and weaknesses can be identified, and an overall assessment of the program can be made. Only through such a process can meaningful program revisions and improvement take place.

The standards comprising this document are designed to guide individual teachers, administrators, supervisors or other individuals or groups in assessing Marketing Education. The standards were developed for use at the secondary level.

Although the objective of any evaluation process is improvement, some specific benefits that could accrue from use of this document include the following:

1. Summative-type program assessment in preparation for accreditation.

2. Formative-type program improvement involving the identification and correction of deficiencies.

3. Guidance in the development of program and course objectives and course revisions.

4. Orientation of Marketing Education administrators to the specific needs of education in general and adaptation of Marketing Education program to meet those needs.

5. Professional development of individual faculty members.

Application of the Standards

The standards in Marketing Education are designed for use by the marketing educator, school or system-level administrators and a Program Improvement Review team. It is recommended that the marketing educator review all documents, including standards and indicators, prior to completing a program improvement review.

Each standard has specific indicators which assess the quality of the standard. Where appropriate, specific data gathering instruments have been provided (see appendix) to assist the marketing educator in providing information to assess the standard. A file documentation outline is also provided to assist in the organization of existing information for review by the Program Improvement Review Team. In addition, a Program Improvement Profile document is provided to assist the marketing educator and the Program Improvement Team in making judgments about the quality of the marketing education program against the standards. The identified areas of concern then provide the focus for developing a program improvement plan.

Marketing educators, administrators, and advisory committee members should find these standards useful as aids in planning, revising, and updating courses and programs.

Organization and Management of Program Improvement Review Process

1. Members of the Program Improvement Review Team
2. Responsibilities and Procedures for the Review Team
3. Write a Program Improvement Review Report
4. Present a Program Improvement Review Report

ORGANIZATION AND MANAGEMENT OF PROGRAM IMPROVEMENT REVIEW PROCESS

1. Members of the Program Improvement Review Team

   Administrative personnel--may include the school principal, local vocational director, and other designated members of the principal's office or the school districts' central office staff.

   Ancillary personnel--may include guidance counselors, placement personnel, and "academic" teachers.

   Advisory Committee members--may include the chairperson of the local Marketing Education advisory committee, representatives from the local Marketing Education advisory committee, and/or representatives from the local vocational education advisory committee.

   Students--students within the Marketing Education program should be selected to serve on the review team.

   Graduates--if program graduates are not included as representatives from the Marketing Education advisory committee, then graduates of the program should be included on the review team.

2. Responsibilities and Procedures for the Review Team

   - Identify the specific objectives of the program improvement review process.
   - Establish or appoint a review team.
   - Schedule a meeting of the review team to outline the overall responsibilities of the team.
   - Schedule a second meeting of the review team to identify specific detail, the evaluation activities and procedures to be conducted.
   - Conduct the program review.
   - Tabulate the results of the data collection in a meaningful way.
   - Identify weaknesses or deficiencies and recommend modifications.

3. Write a Program Improvement Report

Functions of the program improvement report include: (a) to disseminate the findings, conclusions, and recommendations of the review effort; (b) to describe the review process used and the activities conducted in the effort; (c) to officially document the findings of the review effort and to provide an official basis for subsequent program modification.

Format of the Program Improvement Report

A. Program Improvement Objectives--what were the specific objectives to be achieved in this review effort?

B. Audience(s) of the Report--to whom is the report specifically addressed (local school personnel, school board, advisory committee)?

C. Program improvement activities and procedures--membership of review team and specific responsibilities and procedures followed.

D. Findings--data presented in an appropriate manner and in a sequence congruent with the stated objectives.

E. Conclusions--stated in precise terms and as can be supported by the findings.

F. Recommendations--stated in a positive manner, prioritized for implementation, and as can be supported by the conclusions.

G. Appendix--copy of appointment letters to members of the review team, copy of the instruments used, any tables or charts too long for inclusion within the text, and any other materials relevant to the study which would be helpful to the reader.

H. Abstract--a one or two page summary of the components identified above.

4. Present the Program Improvement Report

A formal presentation of the report should be made by the chairperson of the review team to local school administration. Written copies of the report should be submitted to local school administration including the Principal, Vocational Director, and Guidance Counselor. Additional copies should be provided to members of the Marketing Education program Advisory Committee and any other interested individuals.

STANDARDS AND INDICATORS

1. General Marketing Education Components
2. Curriculum and Instruction
3. Instructional Climate
4. Student Guidance and Counseling
5. Professional Development
6. Vocational Student Organization
7. Advisory Committee
8. Organization and Administration
9. Public Information and Involvement
10. Program Assessment
11. Program Completer Assessment

RESOURCE STANDARDS AND INDICATORS

1: General Marketing Education Components

1.1 A Cooperative education (internship) compliance items.

INDICATORS:

1. Each student enrolled in the cooperative education (internship) will meet the following conditions:

   A. Enrolled in both the class and the supervised employment simultaneously.

   B. The training station is appropriate for the marketing occupational category.

   C. There is a written Instructional Management Plan (IMP) between the school and the training sponsor which identifies both in-class instruction and on-the-job training that the student will receive.

   D. Current IMPs (Instructional Management Plans) are on file for each student receiving cooperative credit.

   E. There is a written training agreement between the school and the training sponsor which assures that students are employed and compensated in conformity with federal, state, and local laws and without regard to race, color, national origin, sex, or handicap.

2. The credit awarded for on-the-job training is 1 unit for each 10 hours of employment per week. No more than 2 units of credit are awarded for on-the-job training (per academic year).

1.1 B Cooperative education (internship) compliance items for instructional staff.

INDICATORS:

1. The marketing educator provides both in-class related instruction and supervision of students' on-the-job training.

2. Extended employment time of one week for each 12-15 cooperative students is provided for the marketing educator.

3. The marketing educator's schedule includes 1 period per day for each 12-15 cooperative students for supervision of on-the-job training.

1.2 Marketing Education Certification

1.2 A Instructional staff for Marketing Education are certified in accordance with the standards as established by the State of Missouri.

INDICATORS:

1. Marketing educator has an appropriate teaching certificate for marketing education.

2. Marketing educator participates in activities to meet the requirements for certification renewal.

1.3 Course Offerings in Marketing

1.3 A Courses are organized to provide occupational skills, knowledge, and attitudes required by business and industry for employment and advancement in marketing or to facilitate continued education in marketing.

INDICATORS:

1. Course offerings are flexible enough to serve the diversified needs of students and marketing businesses.

2. Courses are designed with an organizational plan which includes classroom/ laboratory instruction and a vocational student organization.

3. Courses are organized to provide students with occupational skills to meet their developmental needs and occupational goals.

4. Courses in the program are organized in a sequential series which lead to employment or continued education in marketing.

PROCESS STANDARDS AND INDICATORS

2: Curriculum and Instruction

Curriculum and instruction reflect current theory, methods, and marketing practices, and address current and future needs of the marketing industry.

2.1 Curriculum

2.1 A The marketing education program has a written curriculum and services to meet the needs of students. The curriculum is congruent with the overall philosophy and purpose of the program.

INDICATORS:

1. The curriculum for the marketing education program and individual course(s) is in a written format.
2. The curriculum is designed to serve the diversified needs of the students in the school.
3. The written curriculum includes specific measurable learning objectives and performance-level expectations.
4. The written curriculum includes learning resources.
5. Curriculum reflects the philosophy and goals of both the marketing program and the school.

2.1 B The marketing education curriculum has been developed with appropriate input and is reviewed on an annual basis.

INDICATORS:

1. A program advisory committee provides input into the development and revision of the curriculum on an annual basis.
2. Resources in the community are utilized to enrich the curriculum.
3. Curriculum is reviewed annually and revised as necessary to reflect changes occurring in marketing and marketing-related occupations, student populations, labor market trends, and instructional techniques/strategies.

2.1 C Objectives or intended student learner outcomes for each course in the marketing education program are clearly stated and shared in writing with students and others.

INDICATOR:

1. Current course objectives are written in measurable terms, and provided to students, guidance counselors, and advisory committee members, and kept on file.

2.1 D The marketing educator monitors student progress toward course objectives or intended student learner outcomes.

INDICATORS:

1. Completers of the Marketing Education program demonstrate competency in the core marketing curriculum.

2. An instructional management system exists for reporting student competency in relation to core and other marketing competencies.

3. Student assessment is an integral part of instruction and provisions are made for individual differences.

4. Results of the student assessment process are reported to students, marketing educators, parents, guidance counselors and administrators as appropriate.

2.2 Instruction

2.2 A Classroom instruction is congruent with the written curriculum.

INDICATORS:

1. Course curriculum guides specify competencies to be acquired; estimated time requirements; appropriate instructional materials, community resources, and evaluation methods; and methods to apply, facilitate, and/or demonstrate competencies to be learned.

2. Written lesson plans are available and used.

2.2 B Community-based learning activities involve cooperative training, practicum, and/or internship.

INDICATORS:

1. Students are placed in marketing-related training stations.
2. Appropriate records are kept on file for each student (i.e. training agreements, IMPs, employer evaluations, wage/hour reports).
3. Each student has an instructional management plan cooperatively developed by the marketing educator(s), employer, and/or student which includes a planned sequence of activities and learning experiences.
4. Training stations are selected which provide occupational growth opportunities consistent with the student's capabilities, occupational interests, and learning objectives.
5. Training sponsors of students are in compliance with federal, state, and local labor laws.
6. Training sponsors are advised of their responsibility to provide meaningful learning experiences for students.
7. Training sponsors provide information for the evaluation of the student.
8. Marketing educator makes regular visits to training stations.

2.2 C Sufficient breadth and depth of instruction is provided in the marketing classroom to meet the needs of all learners.

INDICATORS:

1. A variety of instructional methods and activities are available to meet the different learning styles, needs, and abilities of students.
2. Marketing educator stimulates independent thinking, problem solving, creativity, and critical thinking skills.

2.3 Learning/Instructional Resources

2.3 A Marketing educator and student(s) have access to resources of the type and in the quantity needed to implement the curriculum of the program effectively.

INDICATORS:

1. Instructional materials reflect new and emerging marketing occupational research, theory and techniques.
2. Professional library of current marketing publications, periodicals, and catalogues of available resource materials is accessible to the marketing educator and students.
3. Instructional materials are evaluated periodically by the marketing educator and advisory committee.

2.3 B Equipment provides for achievement of program goals and objectives and accommodates the needs of students.

INDICATORS:

1. Equipment utilized reflects current and emerging business technology.
2. Appropriate equipment is available for teaching essential job-related skills.

2.3 C Facilities provide for achievement of program goals and objectives, and accommodate the needs of students.

INDICATORS:

1. Marketing educator is provided with adequate office space including a telephone, furnishings, and equipment necessary to carry out the program.
2. Facilities are reviewed annually and modified as needed to support changes in program designs and emerging technologies.
3. Facilities and safety equipment comply with local, state, and federal safety requirements.
4. Facilities are of suitable size and location with appropriate work space provided for each student.

3: Instructional Climate

A state of orderliness, a clear focus on academic achievement, enthusiasm about learning and teaching, mutual respect, clear expectations and recognition of the accomplishments of students establish a climate conducive to learning and ultimately result in increased performance.

3.1 A The Marketing program climate is conducive to learning and emphasizes the capabilities of each student and the worth of all students.

INDICATORS:

1. Classroom organization provides for optimum use of instructional time, equipment, and resources.
2. School and classroom disciplinary standards promote a positive learning environment.
3. Students' comments indicate a generally positive feeling about the program.
4. Attendance records of both the instructor and students are appropriate.

4: Student Guidance and Counseling

The marketing education program has sequential activities designed to inform students in career planning and exploration in marketing.

4.1 A Recruitment plan is implemented with guidance staff, administration, students and parents, and maintained throughout the year.

INDICATORS:

1. Recruitment efforts are focused on the needs, interests, and career objectives of the students in response to the needs of the business community.
2. Recruitment plan seeks to enroll students who are representative of total school population.

4.1 B Admission policy for the Marketing Education program adheres to the philosophy and goals of the school.

INDICATORS:

1. Students enrolled in the program have an interest in marketing and have the ability to benefit from instruction in marketing.
2. Marketing educators obtains assistance from guidance staff and other individuals within the school with recruiting and selecting students.
3. All populations of the school have equal access in enrolling in the program.

5: Professional Development

Continuous professional growth and development is a vital component of maintaining a qualified marketing educator(s) who is receptive to new ideas, current with developments in education and marketing and constantly striving to improve instructional effectiveness.

5.1 A For the marketing educator, professional growth is a continuous process of refining skills and keeping current with new developments in the fields of education and marketing.

INDICATORS:

1. Marketing educator prepares and follows a written plan for professional development which is updated yearly.

2. Marketing educator participates in technical and professional activities to update marketing knowledge and skills.

6: Vocational Student Organization

A well balanced, comprehensive co-curricular vocational student organization is in place and is related to the marketing education program.

6.1 A A local chapter of DECA is available to all marketing education students and is an integral part of the program.

INDICATORS:

1. DECA is an integral part of the program goals.
2. DECA is under the supervision of the marketing educator.
3. Administration provides recognition and support for DECA.
4. Resources are provided for the students and the marketing educator to participate in DECA activities.

6.1 B DECA provides students in marketing education with opportunities to develop individual competencies as related to the marketing curriculum (i.e., meetings, conferences, and instructional activities).

INDICATORS:

1. A program of activities is developed annually and is based upon the goals, objectives, and curriculum of the program.
2. The program of activities includes a series of events scheduled throughout the school year.

7: Advisory Committee

Active advisory committee ensures that instruction is consistent with business and industry employment needs and supports the Marketing Education program.

7.1 A **Advisory committee for the Marketing Education program is composed of such persons as those in marketing occupations, parents of students, school administrators, counselors, former students, and marketing educator(s).**

INDICATORS:

1. List of committee members and minutes of meetings.
2. The committee chair is elected or appointed from the lay members.

7.1 B **Advisory committee assists with planning, implementing, and evaluating the program through such activities as advising on curriculum, communicating industry needs, and promoting Marketing Education.**

INDICATORS:

1. Advisory committee meets on a regular basis and follows a planned agenda.
2. Advisory committee has an established program of activities.

8: Organization and Administration

Administrative and organizational structure facilitates implementation of the goals and objectives of Marketing Education in the school.

8.1 Philosophy and Purpose

8.1 A A written statement of philosophy and purpose reflects the philosophy and goals of the school and is consistent with current local, state, and national marketing education philosophy.

INDICATORS:

1. The statement of philosophy and purpose incorporates the mission and premises of Marketing Education.

2. The statement of philosophy and purpose encourages development of social and leadership skills through participation in student and professional organizations that are related to marketing.

3. Development, review, and revision of the philosophy is on-going and involves former students, marketing educators, administrative and supervisory personnel, marketing industry representatives and advisory committee members who represent varied marketing occupations.

8.2 Policies and Procedures

8.2 A Organizational structure ensures involvement of marketing educator in developing and implementing Marketing Education goals and objectives.

INDICATORS:

1. Responsibility for Marketing Education program leadership is assigned to the marketing educator and local administrators.

2. Administration supports Marketing Education program development that is congruent with the philosophy and purposes of the school, including provisions for adequate resources.

8.2 B Program is compatible with State-level planning, local/state board of education policies, and program standards

INDICATORS:

1. Program goals provide direction for development, implementation, upgrading, evaluation, and revision.
2. Program planning incorporates appropriate and timely information from demographic studies of the employment community, labor market projections, student interest and placement records, and student enrollment projections.
3. Advisory committee assists in planning, implementing, and evaluating the program.

8.3 Personnel

8.3 A Instructional staff for Marketing Education demonstrate professional and technical competence in providing services necessary for attaining program goals and objectives.

INDICATORS:

1. Marketing educator has appropriate certification in Marketing Education.
2. Marketing educator has training in teaching students with special needs.
3. Marketing educator maintains active membership in state and national professional organizations for marketing educators and attends meetings.
4. Marketing educator participates in civic and community organizations.

8.3 B Marketing educator(s) participates in self and faculty assessment.

INDICATORS:

1. Marketing educator is evaluated on a performance based evaluation plan.
2. Marketing educator conducts self-evaluation of instruction.

8.4 Fiscal Responsibility and Accountability

8.4 A **Administrative support for the Marketing Education program is evidenced by adequate funding for marketing educator, supplies, equipment, storage and office space, telephone, in-service activities, State vocational meetings, vocational student organization meetings, supervised field-related experiences, and other development activities.**

INDICATORS:

1. Budget requests/allowances reflect emerging curriculum and technological developments.

2. Budgeted funds are expended to achieve program goals and objectives.

3. Budgeted funds support the activities of the vocational student organization.

4. Organized procedures for collection, deposit, security, and management of funds is maintained for the Marketing Education program and vocational student organization activities.

5. Up-to-date records of expenditures, receipts, and account balances of both program and vocational student organization activities are kept on file for use by authorized personnel.

9: Public Information and Involvement

A marketing plan is integrated into the goals and objectives of the Marketing Education program and is sensitive to the changing needs of the business community.

9.1 A **A marketing plan which incorporates the goals, objectives, calendar of activities, methods and evaluation to provide information to the public about the program.**

INDICATORS:

1. Marketing plan targets students, businesses, professional associations, parents, educators, and elected officials.

2. Appropriate techniques, such as brochures, news releases, civic appearances, personal contacts, and vocational student organization, are utilized in the marketing plan.

3. Appropriate resources are utilized to implement the marketing plan.

4. Results are viewed in relation to their appropriateness for selected audiences and the cost-effectiveness of techniques utilized.

10: PROGRAM ASSESSMENT

The marketing education program has developed a written assessment plan that provides information on the overall effectiveness of the marketing education program and the progress of its graduates.

10.1 A Program and student evaluation is continuous and consistent with the philosophy, goals, and objectives of the program.

INDICATORS:

1. Follow-up is conducted for students completing the Marketing Education program on an annual basis.

2. Follow-up gathers data on student placement and student evaluation of the program.

3. Student mastery of core competencies is included as part of the program evaluation process.

PROGRAM IMPROVEMENT PROFILE

Marketing Education Program Standards and
Suggested Questions for Review Team

PERFORMANCE STANDARDS AND INDICATORS

11: PROGRAM COMPLETER ASSESSMENT

11.1 A The marketing education program utilizes evaluation devices aligned with the curriculum and instruction to measure the degree in which students have mastered the knowledge and skills identified in the core curriculum for the program.

INDICATORS:

1. The curriculum provides for the measurement of student progress in terms of stated objectives and for immediate feedback to students.

2. Eighty (80) percent or more of the students enrolled in marketing courses demonstrate mastery of 80 percent or higher of the core competencies.

11.1 B The marketing education program monitors the completers of the program.

INDICATORS:

Note: A program completer is identified as a senior who completes a minimum of a one-year course in marketing.

1. The percentage of students persisting to completion of the program is equal or higher than the percentage of completion for the school.

2. The percentage of potential school leavers who complete the program is equal or higher than the percentage of potential school leavers for the school.

11.1 C The marketing education program conducts thorough follow-up studies to determine graduate involvement and performance during the first and the fifth year following graduation from high school. Studies of graduate performance will be used to identify strengths and needed areas of improvement in the marketing education program that are related to post-high school productivity.

INDICATORS:

1. The percentage of graduates in pursuit of further education or training and those employed in marketing positions, either full-time or part-time, is 80 percent or higher.

2. Graduates of the program indicate a positive rating of satisfaction with the program and curriculum.

11.1 D The marketing education program conducts follow-up studies of graduates of the marketing program with their current employers. Studies of graduate performance in the marketing field will be used to identify strengths and weaknesses in the marketing education program that are related to post-high school productivity.

INDICATORS:

1. Employer satisfaction ratings of graduates of the program is higher than satisfaction ratings of workers in the same work group who are not graduates of the program.

PROGRAM IMPROVEMENT PROFILE

MARKETING EDUCATION PROGRAM STANDARDS AND SUGGESTED QUESTIONS FOR REVIEW TEAM

School _____ System _____

Suggested questions for on-site evaluator(s):

1. Are program and course objectives used to direct and evaluate student activities?

2. Are the objectives reviewed regularly to ensure relevancy to marketing?

3. Are policies and admission practices structured to provide educational options for all students?

4. Identify the career objective of each student.

   A. Discuss with each student
   B. Review records and assignments of each student
   C. Is the objective realistic and attainable

5. Determine that all curriculum and instructional materials are nondiscriminatory.

RESOURCE STANDARDS

General Marketing Education Components (Standard 1)

1. For those students enrolled in the cooperative education (internship) is there evidence that:

   A. Are students enrolled in both the class and the supervised employment simultaneously?

      ____ Yes ____ No

   B. Are the training stations appropriate for marketing?

      ____ Yes ____ No

   C. Is there a written Instructional Management Plan between the school and the training sponsor for each student on file?

      ____ Yes ____ No

   D. Is there a written training agreement between the school and the training sponsor for each student on file?

      ____ Yes ____ No

2. Does the marketing educator's schedule and contract indicate that they provide in-class instruction and supervision; that there is extended employment time; and that adequate supervision time is scheduled?

____ Yes ____ No

3. Does the marketing educator have a valid five year vocational certificate and participate in activities to meet the requirements for certification renewal?

____ Yes ____ No

4. Are the course offerings in marketing appropriate and meeting the needs of students and marketing businesses?

____ Yes ____ No

BASED ON YOUR JUDGEMENT OF HOW WELL THE ABOVE CRITERIA WERE MET FOR STANDARD 1, CIRCLE THE APPROPRIATE RESPONSE.

_____1_____2_____3_____4_____5_____
Poor Average Excellent

PROCESS STANDARDS

Curriculum and Instruction (Standard 2)

1. Is there a written curriculum for each course in the marketing program?

____ Yes ____ No

2. Are marketing course objectives identified, listed and stated in measurable performance terms?

____ Yes ____ No

3. Does the marketing educator have and systematically use a curriculum guide or outline consisting of sequenced units of study with specified time requirements?

____ Yes ____ No

4. Is learning assessed by comparison with specified competencies?

____ Yes ____ No

5. Is a current competency record of students' progress in meeting each performance objective maintained?

____ Yes ____ No

6. Are continuous efforts made to determine whether valid performance measures and test are used to evaluate students?

____ Yes ____ No

7. Does the marketing educator have and use daily lesson plans that are structured to support specified curriculum objectives?

____ Yes ____ No

8. Does the marketing educator use a multi-media instructional approach to accommodate different learning styles of students?

____ Yes ____ No

9. Are learning experiences varied so that all students are provided an opportunity to achieve their individual objectives?

____ Yes ____ No

10. Do the learning/instructional resource materials include audio visual aids, equipment, reference books, pertinent marketing periodicals, and pertinent technical and professional periodicals?

____ Yes ____ No

11. Are learning/instructional resources materials accessible for use by the marketing educator and students?

____ Yes ____ No

12. Is the equipment appropriate to attain program objectives?

____ Yes ____ No

13. Are the facilities and equipment appropriate for the marketing educator to conduct the program?

____ Yes ____ No

14. Are program facilities, equipment and other materials maintained in a clean, safe, operating condition?

____ Yes ____ No

BASED ON YOUR JUDGMENT OF HOW WELL THE ABOVE CRITERIA WERE MET FOR STANDARD 2, CIRCLE THE APPROPRIATE RESPONSE.

1 2 3 4 5
Poor Average Excellent

Instructional Climate (Standard 3)

1. Does the learning environment in the classroom provide for the maximum utilization of instructional time, equipment, and resources?

____ Yes ____ No

BASED ON YOUR JUDGMENT OF HOW WELL THE ABOVE CRITERIA WERE MET FOR STANDARD 3, CIRCLE THE APPROPRIATE RESPONSE.

1 2 3 4 5
Poor Average Excellent

Student Guidance and Counseling (Standard 4)

1. Are admission policies clearly expressed, published, and readily available?

____ Yes ____ No

2. Is there a sequenced plan of activities to inform students of the marketing education program?

____ Yes ____ No

BASED ON YOUR JUDGMENT OF HOW WELL THE ABOVE CRITERIA WERE MET FOR STANDARD 4, CIRCLE THE APPROPRIATE RESPONSE.

1 2 3 4 5
Poor Average Excellent

Professional Development (Standard 5)

1. Does the marketing educator have a professional development plan?

____ Yes ____ No

2. Does the professional development plan provide for professional improvement through courses, work experience, seminars, workshops and self study?

____ Yes ____ No

BASED ON YOUR JUDGMENT OF HOW WELL THE ABOVE CRITERIA WERE MET FOR STANDARD 5, CIRCLE THE APPROPRIATE RESPONSE.

_____1_____2_____3_____4_____5_____
Poor Average Excellent

Vocational Student Organization (Standard 6)

1. Is there evidence that students are provided with the opportunity to participate in DECA as part of the marketing program?

____ Yes ____ No

2. Is there a program of activities for the local DECA chapter that includes a series of student-centered activities that supports the curriculum?

____ Yes ____ No

BASED ON YOUR JUDGMENT OF HOW WELL THE ABOVE CRITERIA WERE MET FOR STANDARD 6, CIRCLE THE APPROPRIATE RESPONSE.

_____1_____2_____3_____4_____5_____
Poor Average Excellent

Advisory Committee (Standard 7)

1. Is there an established advisory committee for the marketing program that meets on a regular basis?

____ Yes ____ No

2. Does the advisory committee follow a developed program of activities?

____ Yes ____ No

BASED ON YOUR JUDGMENT OF HOW WELL THE ABOVE CRITERIA WERE MET FOR STANDARD 7, CIRCLE THE APPROPRIATE RESPONSE.

_____1_____2_____3_____4_____5_____
Poor Average Excellent

Organization and Administration (Standard 8)

1. Is there a written philosophy available for the marketing program?

   ____ Yes ____ No

2. Is there a written statement of purpose for the marketing program?

   ____ Yes ____ No

3. Does the philosophy and purpose reflect the student and business community needs?

   ____ Yes ____ No

4. Is there evidence that there is administrative support for the program?

   ____ Yes ____ No

5. Are program goals and objectives reevaluated at least once every five years?

   ____ Yes ____ No

6. Does the marketing educator conduct self-evaluation of their instruction on a regular basis?

   ____ Yes ____ No

7. Are funds provided in the annual budget for the purchase of learning resources and activities of the vocational student organization?

   ____ Yes ____ No

8. Is there an organized procedure for handling funds for both the program and vocational student organization?

   ____ Yes ____ No

BASED ON YOUR JUDGMENT OF HOW WELL THE ABOVE CRITERIA WERE MET FOR STANDARD 8, CIRCLE THE APPROPRIATE RESPONSE.

_____1_____2_____3_____4_____5_____
Poor Average Excellent

Public Information and Involvement (Standard 9)

1. Is there a written marketing plan that delineates techniques for informing various publics about the marketing program?

   ____ Yes ____ No

2. Are appropriate resources available to implement the marketing plan?

   ____ Yes ____ No

BASED ON YOUR JUDGMENT OF HOW WELL THE ABOVE CRITERIA WERE MET FOR STANDARD 9, CIRCLE THE APPROPRIATE RESPONSE.

_____1_____2_____3_____4_____5_____
Poor Average Excellent

Assessment (Standard 10)

1. Is there an ongoing process to evaluate the program in terms of objectives, content, methods, and student achievement?

   ____ Yes ____ No

2. Does the evaluation process include input from faculty, administrators, advisory committee, students, job placement history, and employers?

   ____ Yes ____ No

3. Are results of program evaluation used to update and/or revise the marketing program?

   ____ Yes ____ No

BASED ON YOUR JUDGMENT OF HOW WELL THE ABOVE CRITERIA WERE MET FOR STANDARD 10, CIRCLE THE APPROPRIATE RESPONSE.

_____1_____2_____3_____4_____5_____
Poor Average Excellent

PERFORMANCE STANDARDS

Assessment of Program Completers (Standard 11)

1. Does each program completer meet the required competencies necessary for successful completion of the program objectives?

   ____ Yes ____ No

2. Does the assessment of the program include student satisfaction with the program, as well as employer satisfaction with completers of the program?

____ Yes ____ No

BASED ON YOUR JUDGMENT OF HOW WELL THE ABOVE CRITERIA WERE MET FOR STANDARD 11, CIRCLE THE APPROPRIATE RESPONSE.

_____1_____2_____3_____4_____5_____
Poor Average Excellent

FILE DOCUMENTATION

FILE DOCUMENTATION

The Marketing Education Review Team's work will be facilitated by the marketing educator assembling those documents and materials which confirm or validate efforts to meet the process and performance standards and placing these materials in the documentation file.

An outline of some of the materials and resources which the team will need to review is given below. In general, it is the marketing educator's responsibility to offer documentation about the program and to respond to the team's requests for information and documents.

1: GENERAL MARKETING EDUCATION COMPONENTS

1. Listing of students enrolled in marketing courses and internship.
2. Listing of training stations utilized by the program.
3. Copies of Instructional Management Plans utilized by the program.
4. Copies of Training Agreements between the school and training sponsor.
5. Copy of the marketing educator's teaching schedule and extended employment schedule.
6. Copy of the marketing educator's teaching certificate.
7. Listing of marketing educator's certificate renewal activities.
8. Copy of program course listings and descriptions.

2: CURRICULUM AND INSTRUCTION

1. Curriculum guide(s) for all courses in the marketing program.
2. Individual course descriptions (if curriculum guides are not in place).
3. Any scope and sequence charts, instructional lists, or other articulated objectives or plans which may be used to define the curriculum.
4. Marketing education program philosophy/goals/mission statement.
5. Any additional information concerning curriculum activities.
6. Listing of instructional materials, marketing publications, periodicals, and catalogues of available resources.
7. Listing of equipment utilized in the program.

3: INSTRUCTIONAL CLIMATE

1. Student surveys on classroom instruction.
2. Honors and awards program of DECA

4: STUDENT GUIDANCE AND COUNSELING

1. Copy of recruitment plan utilized by the marketing program.
2. Copy of admission standards and procedures utilized by the marketing program.

5: PROFESSIONAL DEVELOPMENT

1. Written plan for professional development of the marketing educator.
2. Listing of staff development activities that the marketing educator has participated in during the past five years.

6: VOCATIONAL STUDENT ORGANIZATION

1. Copy of the program of activities for the local DECA Chapter.

7: ADVISORY COMMITTEE

1. Membership roster of the advisory committee.
2. List of advisory committee activities (program of activities).
3. Minutes of advisory committee meetings

8: ORGANIZATION AND ADMINISTRATION

1. Statement of philosophy and purpose of the marketing program.
2. Listing of professional organizations which marketing educator participates and/or is a member.
3. Listing of civic/community organizations in which marketing educator participates.
4. Self evaluation of instruction or student evaluation of instruction.
5. Budget and records of expenditure for program and vocational student organization.

9: PUBLIC INFORMATION AND INVOLVEMENT

1. Copy of marketing plan for the program.
2. Copies of brochures and other related materials for the program.

10: PROGRAM ASSESSEMENT

1. Placement and follow-up data for the marketing program.
2. Employer follow-up data for the marketing program.
3. Recordkeeping system utilized for determining mastery of core competencies as part of the evaluation process.

11: ASSESSMENT OF PROGRAM COMPLETERS

1. Copy of year-end report on program completers from the marketing program.

APPENDIX

A. Student Evaluation of Instructor

B. Student Follow-up Questionnaire

C. Employer Questionnaire

Appendix A.

STUDENT EVALUATION OF INSTRUCTOR

DIRECTIONS: In an effort to improve the instructional program of Marketing Education, I would appreciate you completing this form which will reflect your evaluation of my teaching performance. You do not have to sign this evaluation form, and your comments will be kept strictly confidential.

ITEMS	POOR	FAIR	GOOD	EXCELLENT
1. The teacher was prepared for class.	___	___	___	___
2. The teacher's presentations are well organized.	___	___	___	___
3. The lesson objectives are clear to me.	___	___	___	___
4. The teacher is interesting and enthusiastic.	___	___	___	___
5. The teacher motivates me to learn more.	___	___	___	___
6. The teacher could communicate so that I could understand.	___	___	___	___
7. The teacher was receptive to student suggestions.	___	___	___	___
8. The class activities were interesting and helped me to achieve the lesson objectives.	___	___	___	___
9. The teacher would admit when he/she didn't know the answer.	___	___	___	___
10. I could read the teacher's handwriting.	___	___	___	___
11. Our classroom was clean and attractive.	___	___	___	___
12. The teacher kept order with a fair hand.	___	___	___	___
13. The teacher gave me feedback so that I could improve.	___	___	___	___
14. The teacher's tests were fair.	___	___	___	___
15. The teacher's grades were fair.	___	___	___	___

COMMENTS: _____

_____

_____

Appendix B.

STUDENT FOLLOW-UP QUESTIONNAIRE

DIRECTIONS: Please complete all sections of this survey. When you have completed the survey return it in the enclosed return addressed, stamped envelope. All responses are held in strict confidentiality.

Personal Data

Name: _____

Mailing Address: _____

_____

Home Telephone: ( ) _____

Employment History

1. Are you currently employed:

   _____ FULL-TIME (30 hours or more per week)
   _____ PART-TIME (Under 30 hours per week)
   _____ NOT EMPLOYED AT THE PRESENT TIME

2. If you are employed either part-time or full-time, please indicate the name and address of the firm and your position within the firm.

   Name of Firm you are presently working for: _____

   Address: _____

   Supervisor's name: _____

   Job Position: _____

3. How satisfied are you with your current position?

   ( ) Very satisfied ( ) Satisfied ( ) Not satisfied

4. What is your pay scale (per week)?

   ( ) under $100/week ( ) $101-150/week ( ) over $150/week

Education History

5. Are your currently attending a post-secondary institution (college or university, community college, or private institution)?

   ____ FULL-TIME STUDENT
   ____ PART-TIME STUDENT
   ____ NOT CURRENTLY IN SCHOOL

(continued)

6. If you are attending school either full or part-time, please indicate the name of the institution and your current major or emphasis area.

   Name of Institution: _____

   Major or Emphasis Area: _____

7. Please indicate the type of diploma you expect to receive and your anticipated graduation date:

   ___ Certificate ___ 2-year Associate Degree ____ 4-year College Degree

   Expected date of graduation: _____

OTHER INFORMATION:

8. If you are not either currently employed or attending school, please indicate your current status: _____

9. What topics of the Marketing program were the most beneficial to you?

   _____

   _____

10. What should be emphasized more or added to the Marketing curriculum (what was taught in the class)?

    _____

    _____

11. How has the Marketing class/classes or training helped you in either business, education, or personal use?

    _____

    _____

12. What part of the Marketing Program do you feel was not worthwhile or should be changed?

    _____

    _____

13. Other comments you wish to make: _____

    _____

    _____

Thank you for your assistance. Please enclose this questionnaire in the self-addressed stamped envelope and mail today!

Appendix C.

EMPLOYER QUESTIONNAIRE

Name of Business: _____

Address of Business: _____

_____

Name of Person completing the survey: _____

Name of employee who is a graduate of the Marketing Education program:

_____

DIRECTIONS: Please indicate your satisfaction with the employee named above as compared with other workers at the same point of entry. If the worker is the only person employed with your firm in that group, compare him/her with others who have worked in the same position. Place an "x" in the space which best reflects your response to each item.

ITEM	ABOVE AVERAGE	ABOUT AVERAGE	BELOW AVERAGE	N/A
1. The quality of the employee's work	____	____	____	____
2. The quantity of the employee's work	____	____	____	____
3. The productivity level of the employee	____	____	____	____
4. The degree to which the employee possesses specific job-related knowledges and skills required on the job	____	____	____	____
5. The degree to which the employee is able to operate the equipment used on the job	____	____	____	____
6. The degree to which the employee possesses the basic reading, verbal, and computational skills required on the job	____	____	____	____
7. Cooperation with co-workers	____	____	____	____
8. Compliance with company policies, rules, etc.	____	____	____	____
9. The degree to which the employee has met your expectations	____	____	____	____

10. Major strengths of the employee: _____

_____

11. Areas of needed improvement of the employee: _____

_____

12. Recommendations for improvement of the graduate of the Marketing Education program: _____

_____

Please return this survey at your earliest convenience in the pre-addressed stamped envelope provided. Your assistance in this survey is greatly appreciated.